DOCUMENT RESUME

ED 126 309 95 CE 007 438

TITLE	Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. Final Report of EPDA Project 74122.
INSTITUTION	Kent State Univ., Ohio. Dept. of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
REPORT NO	VT-102-966
PUB DATE	31 Aug 75
NOTE	25p.; For related document, see CE 007 439
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Disadvantaged Youth; *Handicapped Students; Performance Criteria; Research; *Special Education Teachers; Teacher Education Curriculum; Teacher Qualifications; *Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS	*Ohio

ABSTRACT

The purpose of this project was to identify the competencies necessary for vocational education teachers who serve Ohio's special needs students. This final report identifies the project objectives, describes the strategies implemented, and presents the results of the project. The major goals of the project were: (1) to involve three populations--State, university, and local teacher personnel--in identifying teacher competencies, (2) to develop a comprehensive list of competencies, and (3) to introduce project results to teacher educators for eventual incorporation into preservice and inservice teacher education programs. The report includes a brief sequential analysis of the extent to which the goals were attained. The procedures used to identify and validate the 112 competencies are outlined. Also included is a listing of project recommendations to consider when designing teacher preparation programs for the handicapped or disadvantaged. Appended are the tabulated results of the evaluation of the finalized competency list by teachers in the Ohio programs of occupational work adjustment, occupational work experience, and special needs. (Author/NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED126309

FINAL REPORT OF EPDA PROJECT 74122

"IDENTIFICATION OF PROFESSIONAL COMPETENCIES NECESSARY FOR TEACHERS OF DISADVANTAGED AND HANDICAPPED YOUTH"

Kent State University
Kent, Ohio

Project Director - Leonard Albright
Assistant Director - Charles Nichols
Project Coordinator - James Pinchak

Department of Vocational Education
Kent State University

August 31, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE007438?

Introduction

From July 1, 1974 through August 31, 1975, Kent State University, in cooperation with the Ohio Department of Education, Division of Vocational Education under the provisions of EPDA Part F, section 553, sponsored and conducted the project, "Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth." The purpose of this project was to identify the competencies necessary for vocational education teachers who serve Ohio's youth with special needs.

Ohio has experienced rapid expansion of vocational programs for disadvantaged and handicapped youth. In 1969, approximately 10,000 youth were served; during 1973-74 35,000 students participated in such programs. Projected plans indicated by 1978, programs will be established to serve 68,603 students with special needs.[1]

Concurrent with such expansion is the need for qualified teaching personnel. In order to meet this program need, the majority of incoming teachers participate in a two-year in-service teacher education program, a program designed to retrain experienced teachers. These teachers, however, have had little or no formal training in teaching the disadvantaged and/or handicapped student. In addition to in-service training, two state Universities, Kent State and Bowling Green, instituted an undergraduate pre-service program during 1974-75. Plans are now being formulated to commence a similar program at the Ohio State University.

Formative research has been conducted on Ohio's present in-service teacher training pattern.[2] These investigations have produced significant information relative to the structural pattern for in-service programming. Unfortunately, little research has been directed toward the systematic development of curriculum essential for preparing teachers either at the pre-service or in-service level. The purpose of this project was to initiate the first phase of this task: to identify the competencies necessary for vocational education teachers of disadvantaged and handicapped youth.

The intent of this final report was to identify the project objectives, describe the strategies implemented and to present the results of the project.

It is the desire of the project staff that the information contained with this report will be of assistance to all educators interested in providing quality pre-service and/or in-service programs for teachers of youth with special needs.

---

[1]Ohio State Plan for the Administration of Vocational Education, Ohio State Department of Education, Columbus, Ohio 1974

[2]EPDA Projects #72022 and #72132, "Preparing Teachers to Teach the Disadvantaged and Handicapped," Kent State University, July 1, 1972-June 30, 1974.

VT 102 966

Objectives

1. To involve state staff personnel, university personnel and local teachers in the identification of professional competencies essential for successful vocational teaching.

2. To develop a list of professional competencies essential for a vocational education teacher of disadvantaged and handicapped youth.

3. To train teacher educators in the process of identifying teacher competencies and in the utilization of these competencies in pre-service and in-service teacher education programs.

Strategies for Reaching Project Objectives

The procedures used to identify and validate the teacher competencies were conducted in three phases. The phases were implemented as described:

Phase I

The professional teacher competencies were developed by the project coordinator through the assistance of two consultant committees. The first committee consisted of the project coordinator and fifteen (15) teachers (refer to participant selection section for criteria and group composition). The primary task of this committee was to identify and analyze the competencies necessary for successful teaching. The identification and analyses were accomplished by utilizing a behavioral competency outline. This outline enabled the consultants to systematically analyze each competency in terms of the following sequence:

1. Identify the competencies needed for effective performance in a specific area (ie. program management, remedial reading, remedial math, home-school-work coordination, counseling curriculum and classroom management).
2. List an example for each level or component of a competency (knowledge, skill, ability or attitude).
3. List examples of activities and experiences designed to develop each competency.
4. Write a means of evaluation to determine the degree of attainment for each competency.

The teacher consultant committee met on nine different occasions as a total group and in their respective program area groups to identify the competencies. These meetings were held on a regularly scheduled basis at Kent State University.

The second committee, consisting of state staff supervisors and university teacher-educators, met with the project staff on four occasions to review identified competencies and to suggest additions. The members on this committee also represented Ohio's OWA, OWE and Special Needs programs.

Phase II

In April, 1975 both consultant committees met to finalize the list of teacher competencies. During this same month, the finalized competency list was prepared and distributed to all teachers of Ohio's OWA, OWE and Special Needs Programs. These groups evaluated each written competency on the basis of perceived need and frequency of use. The results of this evaluation (located in the appendix of this report) was tabulated by the project staff and presented to both consultant groups for the purpose of reviewing the results and preparing for Phase III of the project.

Phase III

In August, 1975, a two day workshop was conducted for all teacher educators and state supervisors responsible for preparing teachers for Ohio's handicapped and disadvantaged vocational education programs. The purpose of this workshop was 1) to share the results and findings of this EPDA project and 2) to facilitate utilization of the teacher competencies in Ohio's ongoing pre-service and in-service teacher training programs.

*Participant Selection

Criteria for Teacher Consultants

The fifteen teachers selected for the consultant committee represented the programs presently serving the majority of Ohio's disadvantaged and handicapped youth; the Occupational Work Adjustment (OWA), Occupational Work Experience (OWE) and the Special Needs Programs. Five (5) teachers were selected from each program area. Each teacher consultant was selected on the basis of their competency in a given instructional area (program management, remedial education, home-school-work coordination, counseling, curriculum and classroom management). The teacher consultants were recommended by their program teacher educator and observed in their classroom by the project coordinator prior to consultant selection. The final consultant committee consisted of teachers representing Ohio's urban, suburban and rural school districts.

Criteria for State Staff and University Consultants

Three state staff and three university representatives were selected for the second consultant committee. These six members represented Ohio's OWA, OWE and Special Needs programs. Two consultants, one teacher educator and state supervisor, were selected from each program area.

---

*Kent State University does not discriminate against any individual for reasons of race, color, creed, religion, national origin, age or sex.

Brief Description of Programs Involved in the Project

Occupational Work Adjustment (OWA)

A work experience-career exploration program designed to serve 14 and 15 year old youth who are above 80 IQ and have demonstrated non-achievement in the traditional school program. The student enrolled in OWA is daily involved with at least 90 minutes of work experience, 90 minutes of related instruction and participates in at least two regular academic courses. The purpose of OWA is to orient the students to the world of work and to motivate them to continue their high school education. OWA is known as the Work Experience Career Exploration Program (WECEP) at the Federal Level. WECEP is administered through the U.S. Department of Labor.

Occupational Work Experience (OWE)

OWE is a work experience program designed to serve students 16 years of age and older, who have exhibited failure and frustration in the regular school program. Students enrolled in this program are generally within the IQ range of 75-90. The OWE program is primarily an 11th and 12th grade program. The typical daily schedule of an OWE student involves at least 3 hours of work experience, two periods of related instruction with the balance of the school day devoted to required general subjects. The primary goals of OWE are to assist the student in graduating from high school and to develop the competencies necessary for gainful employment.

Special Needs

New, innovative and/or modification of vocational programs designed to provide vocational skill development for those handicapped and/or disadvantaged youth and adults presently unable to enter regular vocational education programs.

Evaluation

Validation of the teacher competencies was achieved by the consultant committees and Ohio's OWA, OWE and Special Needs teachers. Ohio's local school district supervisors, responsible for the supervision of local vocational programs for the handicapped and disadvantaged, were asked to evaluate two major aspects of this EPDA project: the procedures used to identify teacher competencies and the product developed, the finalized teacher competency list.[3]

The supervisors were provided with an explanation of the project procedures, the finalized competency list, and an evaluation instrument designed to measure their response to the procedures and the product. This evaluation instrument required the respondent to react to one statement pertaining to project procedures and four statements relative to the applicability of the teacher competencies to their local program teachers and Ohio's teacher training programs. The participants were asked to respond to each statement by selecting one of five possible alternatives. Thirty-nine (39) instruments were distributed and twenty-two (22) were returned, indicating a 56% response rate.

All respondents (100%) reacted positively to the project procedures utilized to identify teacher competencies. In terms of the applicability of the competency list, 83% of the respondents were in agreement that the majority of competencies are necessary for vocational teachers of the handicapped and disadvantaged. A complete statistical analysis of this instrument is provided in the supplemental document of this report.

University teacher educators and state supervisors participating in the August, 1975 two-day workshop were also asked to evaluate the project by responding to statements comparable to the local supervisory evaluation. All workshop respondents reacted favorably to the project procedures, and to the applicability of the competencies for teachers within their program areas. Sixty-seven percent (67%) indicated that the majority of the teachers competencies should be incorporated into Ohio's teacher training programs, 33% felt only some of the competencies should be a part of the formal in-service teacher training program.

---

[3]The project staff is grateful to the Kent State University Bureau of Educational Research for their assistance in designing the project evaluation and analyzing the wealth of data collected during this project.

Project Findings

The majority of the project findings conclusions and recommendations are based upon the importance scale of the competency survey. Analysis of the frequency scale was de-emphasized due to the nature of many competencies included within the finalized list.

The final competency list consisted of 112 competencies, all systematically analyzed, all observable and all performance oriented. These 112 competencies were subdivided into the following six major umbrella areas:

Program Management	- 30 competencies
Curriculum	- 19 competencies
Classroom Management	- 22 competencies
Coordination	- 16 competencies
Remediation	- 14 competencies
Counseling	- 11 competencies

Each of these major areas received a mean score, on the importance scale, of 3.80 or higher by all teachers surveyed, indicating in general, the 112 competencies to be of considerable importance. Of the six areas surveyed, the area of remediation received the highest mean, 4.11. In particular, 66 of the 112 competencies (or 59%) were perceived by teachers of all three programs as being of considerable importance, based upon a mean score of 3.70 or higher. It is of interest to note that in two of the three programs, OWA and OWE (both work experience programs), 76 of the 112 competencies (or 68%) were perceived as being of considerable importance. These findings suggest that, in terms of teacher training needs, the three programs (more significantly OWA and OWE) are more alike than different.

While there were many similarities found between teachers and local supervisors when comparing mean score responses for each competency, there was one noticeable difference--teachers tended to give lower priority to the "traditional" components of vocational education programs (ie. advisory groups, youth organization and program review).

Also, of significance to this study was the exceptional response rate. Ohio has 1504 vocational teachers working with OWA, OWE and Special Needs programs. In April, 1975, an explanation of the project and the competency survey was sent to all 1504 teachers. Seven hundred and eighteen (718) teachers (or 48%) completed and returned their surveys within three weeks of the mailing date. This high return rate further supported the project staff's belief that the educators working within the three programs studied were cooperative, sensitive and supportive of the project goals.

*Project Recommendations

The following is a listing of the major recommendations, which should be considered when designing or reviewing teacher preparation programs for the handicapped and/or disadvantaged:

1. The findings of this study indicates that the position of vocational teacher of handicapped and/or disadvantaged youth demands performance in a variety of roles (ie. home-school counselor, coordinator, program manager); therefore, it is necessary for the candidate entering this field to demonstrate competencies in a wide range of instructional areas. Programs for preparing the vocational teacher of special needs youth should be interdisciplinary, experiencing instruction in such areas as remedial education, counseling, vocational education, curriculum and special education.

2. Based upon the similarity of responses by all three groups, more particularly OWA and OWE, separate pre-service and in-service programming could be viewed as a duplication of efforts. Future programming should consider extending beyond the boundaries of a given program area by providing joint training (OWA, OWE and Special Needs) in relation to common competencies.

3. The analysis of teacher and supervisor response indicated similar perceptions to the 112 competencies, excepting the areas of advisory committees, youth organization and program review. Such analyses can be useful to both groups for purposes of identifying areas of similarities and differences so as to facilitate understandings between both groups.

4. The majority of personnel entering the three program areas are experienced teachers primarily trained and experienced in traditional academic subject areas. In addition to providing in-service training in the areas of disadvantaged education, such programming should include an adequate orientation to the philosophy and structure of vocational education.

5. Based on the results of this competency survey, the 112 competencies could be used in designing future pre-service and in-service programs.

6. Prospective teacher candidates need to be aware of the variety of competencies involved, prior to assuming a teaching position in one of the programs researched.

7. The project competency list could prove useful to local supervisors for in-service programming.

8. The competency list may facilitate one form of evaluation of university teacher education programs.

9. Future research should examine the extreme responses to given competencies (ie. advisory groups) and determine the rationale behind such responses.

10. Further research should identify the teacher competencies which are most applicable to pre-service programming and those most suitable for in-service programming.

11. The current study completed the first step in designing a competency based instructional program at the teacher education level. Additional research is needed to design instructional modules based upon the 112 competencies, and to field-test these modules within a pre-service and/or in-service setting.

---

*The results contained within this report are based upon generalized comparative findings amongst the three program areas researched. The interested reader should be aware that the massive data obtained through this project was analyzed in terms of each of the three programs surveyed. Such analyses is provided in the supplemental document to this report.

Summary

The major goals of the project were 1) to involve three populations, state, university and local teacher personnel, in identifying teacher competencies, 2) to develop a comprehensive list of competencies necessary for vocational teachers of youth with special needs and 3) to introduce project results to teacher educators for eventual incorporation into pre-service and in-service teacher education programs.

The extent to which the above goals were accomplished is best represented by sequentially analyzing each goal.

1. Degree of Involvement

   In Ohio, 1,597 vocational educators (teachers, supervisors, teacher educators and state personnel) were identified as having a direct responsibility to OWA, OWE and Special Needs programs. Of this total, 48% or 770 educators (718 teachers, 22 supervisors, 30 state and university) directly participated in one or several phases of this project. The 48% involvement figure is based upon those educators who either served on the consultant committees, responded to the competency survey, or participated in the two-day teacher education workshop.

2. Development of Competency List

   Through the efforts of the project staff and the consultant committees, a list of 112 competencies were identified; consisting of teacher competencies within the areas of program management, curriculum, classroom management, coordination, remediation and counseling. Of significance to this project, and to readers who are designing competency based instructional programs, was the process utilized by the teacher consultant committee to identify and validate competencies. This process is outlined on page 3 of this report. In addition to the consultant committees, Ohio's teachers, local supervisors and teacher-educators validated the competency list. The list of 112 competencies should provide a foundation for designing competency based vocational teacher education programs for teachers of special needs youth.

3. Present Project to Teacher Educators

   A two-day conference for teacher educators and state personnel was conducted at Kent State University during August, 1975. The conference presentations focused upon 1) the philosophy and practices of competency based teacher education, 2) EPDA project procedures and results and, 3) identification of strategies for incorporating the 112 competencies into ongoing pre-service and in-service programs. This particular conference was unique not only in content, but also in design, marking the

first time Ohio has experienced a university-sponsored and directed teacher education conference for vocational teacher-educators located throughout the state. The project staff was encouraged by participant response to the conference and hopeful that other Ohio universities will initiate similar programs.

The three major goals of this project were judged by the project staff as being successfully accomplished, but not without limitations. The two-day teacher education conference provided an opportunity to report project findings and to suggest methods for incorporating the 112 teacher competencies into ongoing pre-service and in-service programs. The extent to which incorporation has occurred is basically unknown at this point. The author has found, however, that the competency list has been used to formulate new and revise existant pre-service courses at Kent State and Bowling Green Universities. The competency list has also served as a prescriptive teacher education guide for OVA teachers completing their second year of in-service education. Although these selected findings were encouraging, it was obvious to the project staff that follow-up research within this area was needed. More obvious, however, was the need for additional research to design and implement an individualized competency-based teacher preparation program, based upon the findings of the current project. Such research could include within its design, a comparative study of the effectiveness between an experimental competency based in-service model and existent in-service teacher preparation programs.

EPDA PROJECT

FISCAL REPORT

Project Title: Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth.

Project Number: EPDA 74122 Date: October 31, 1975

Tag #3086

Line Item	Part F Funds Approved	Actual Costs	Other Funds Budgeted	Actual Costs
a. Personnel	6,249.00	5,864.00	3,360.00	3,360.00
b. Fringe Benefits	176.00	165.38	421.68	421.68
c. Travel	2,152.00	1,731.32	-0-	-0-
d. Equipment	-0-	-0-	-0-	-0-
e. Supplies	480.00	325.45	-0-	-0-
f. Contractual	-0-	-0-	-0-	-0-
g. Construction	-0-	-0-	-0-	-0-
h. Other	10,465.00	8,110.65	-0-	-0-
i. Total Direct Charges	19,522.00	16,196.80	-0-	-0-
j. Indirect Charges	1,562.00	1,295.83	-0-	-0-
k. Totals	21,084.00	17,492.63	3,781.68	3,781.68
l. Funds Unexpended	-0-	3,591.37	-0-	-0-

APPENDIX

RESULTS OF EPDA TEACHER COMPETENCY SURVEY

Kent State University

May, 1973

INTRODUCTION

The data contained within this report is based upon teacher response to a survey of 112 competencies. Teachers were asked to rate each competency according to two categories: perceived need and frequency of use. Each category was based upon a five point scale:

Below is an example illustrating how the survey was designed:

PERCEIVED IMPORTANCE						FREQUENCY OF USE				
Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance	COMPETENCIES	Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	1. Estimate cost of materials	1	2	3	4	5

The 112 competencies were organized in terms of six major areas; program management, curriculum, classroom management, coordination, remediation and counseling. The following analysis is arranged to report on three areas; 1) Demographic findings by programs (OWA, OWE, and Special Needs), 2) the means of the six major areas by program, 3) the mean scores of each competency by program.

Average Mean for Umbrella Areas

	Importance	Frequency
Program Management:		
OWA	3.89	2.79
OWE	3.89	2.78
Special Needs	3.76	2.64
Curriculum:		
OWA	3.96	3.12
OWE	3.81	3.05
Special Needs	3.72	3.04
Classroom Management:		
OWA	3.92	3.38
OWE	3.87	3.29
Special Needs	3.9	3.46
Coordination:		
OWA	4.10	2.59
OWE	4.08	2.58
Special Needs	3.59	2.32
Remediation:		
OWA	4.33	3.10
OWE	3.98	2.63
Special Needs	4.03	2.83
Counseling:		
OWA	4.07	2.78
OWE	3.94	2.73
Special Needs	3.86	2.61

DEMOGRAPHIC DATA

I. Number of Surveys Distributed and Received

	Distributed	Received	Percentage Response
A. OWA	390	230	58.9%
B. OWE	719	327	45.4%
C. Special Needs	395	161	40.7%
TOTALS	1504	718	47.7%

II. Type of School System

	Rural	Urban	Suburban
OWA	18%	40%	42%
OWE	22%	40%	38%
Special Needs	13%	77%	10%

III. Response by Geographic Area of Ohio

	Northeast	Northwest	Southeast	Southwest
OWA	40%	20%	11%	29%
OWE	40%	18%	16%	25%
Special Needs	39%	12%	18%	31%

IV. Average Number of Years Teaching Experience

OWA - 10.9 years OWE - 13.7 years Special Needs - 8.2 years

V. Average Number of Years Work Experience

OWA - 8.4 years OWE - 10.2 years Special Needs - 10.1 years

VI. Average Number of Years in OWA, OWE or Special Needs

OWA - 3.0 years OWE - 4.0 years Special Needs - 3.6 years

VII. Educational Background (Highest Degree Attained)

	H.S.	A.A. Degree	BS/BA	M.A.	PhD/EdD
OWA			49%	50%	1%
OWE			41%	58.4%	.6%
Special Needs	14.6%	3.2%	51.6%	28.7%	1.9%

VIII. Respondents Who Have Received In-Service Training for Certification

OWA - 91% OWE - 90% Special Needs - 37.2%

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
			PROGRAM MANAGEMENT			
3.38	3.23	3.71	1. Estimate cost of materials	2.26	2.23	2.52
4.17	4.12	4.22	2. Implement program modifications	3.22	3.08	3.23
3.45	3.61	3.42	3. Research current trends in business and industry	2.46	2.79	2.44
3.04	3.54	3.75	4. Establish a plan for continuing professional in-service education	2.21	2.37	2.17
4.31	4.20	3.96	5. Assist students in scheduling adjustments	2.98	2.76	2.95
3.37	3.43	2.46	6. Organize a club program	2.47	2.62	1.64
3.16	3.49	3.24	7. Organize an advisory committee	2.07	2.27	2.77
4.51	4.59	4.63	8. Maintain a personal data file for each student	3.99	4.00	4.10
3.88	3.88	3.96	9. Develop a presentation on program philosophy and goals	2.41	2.42	2.44
4.66	4.45	4.64	10. Identify learning disabilities	3.92	3.48	3.73
3.99	3.97	3.84	11. Publicize program in school	3.07	2.81	2.68
3.88	4.16	4.11	12. Publicize program in community	2.58	2.85	2.58
4.14	4.15	4.12	13. Identify personality patterns	3.61	3.56	3.60
3.32	3.31	3.30	14. Conduct a PRIDE review	1.93	2.09	2.04
3.90	4.02	3.92	15. Identify resource people	2.87	2.94	2.63
3.70	3.89	3.50	16. Identify possible field trip sites	2.57	2.79	2.39
4.01	3.67	3.64	17. Complete state reports	2.48	2.28	2.27
4.18	3.97	3.76	18. Identify state and federal guidelines	2.85	2.58	2.37
3.58	3.48	3.68	19. Prepare a budget	2.24	2.15	2.01
4.21	4.19	4.20	20. Develop a filing system	3.56	3.53	3.43
4.59	4.53	4.60	21. Compile accurate, up-to-date records	4.07	4.09	4.19
3.61	3.75	3.30	22. Establish student transportation procedures	2.88	2.84	2.57

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
4.54	4.43	4.62	23. Develop positive reinforcement techniques	4.35	4.06	4.41
3.78	3.90	3.66	24. Arrange guided field experiences	2.57	2.73	2.48
3.98	3.86	3.83	25. Communicate individual subject goals to faculty and administration	2.87	2.61	2.73
3.55	3.64	2.73	26. Coordinate activities with law enforcement agencies and the courts	2.23	2.31	1.75
3.35	3.35	3.03	27. Organize and/or conduct a local program review	2.04	2.06	1.76
3.90	3.79	3.9	28. Conduct a student follow-up study	2.19	2.23	2.25
3.73	4.18	3.17	29. Conduct an employer appreciation program	2.00	2.22	1.68
4.26	4.10	4.04	30. Develop local program objectives	2.82	2.63	2.47
			CURRICULUM:			
3.69	3.51	4.01	31. Estimate time sequence for a unit of instruction	3.28	3.25	3.40
3.99	3.95	4.28	32. Develop a unit plan	3.27	3.34	3.27
3.81	3.57	4.09	33. Construct instruments to evaluate instructional objectives	2.93	2.81	2.93
4.35	3.92	3.85	34. Organize a unit of instruction on career education	3.02	2.52	2.32
3.82	3.62	3.85	35. Incorporate deductive thinking into curriculum	3.29	3.19	3.37
3.83	3.65	3.81	36. Incorporate inductive thinking into curriculum	3.27	3.27	3.30
3.48	3.43	3.87	37. Write behavioral objectives	2.89	2.69	2.81
4.04	3.41	3.91	38. Administer appropriate diagnostic tests	2.28	2.07	2.48
4.14	3.67	4.07	39. Utilize results of diagnostic tests	3.12	2.55	3.22
4.26	4.37	4.21	40. Utilize audio-visual aids	3.83	4.00	3.68

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
3.59	3.60	3.47	41. Incorporate business and industrial manuals in curriculum	2.69	2.77	2.64
3.80	3.52	3.70	42. Utilize results of achievement tests	2.86	2.54	2.66
3.37	3.49	3.12	43. Complete a two-year course of study	2.12	2.30	1.75
4.23	4.19	4.27	44. Organize a weekly plan of instruction	3.81	3.87	3.70
4.27	4.16	4.12	45. Construct a system of reporting student progress to students and parents	2.83	2.85	2.74
4.34	4.32	4.31	46. Locate instructional materials	3.72	3.75	3.68
4.42	4.41	4.34	47. Select instructional materials	3.62	3.75	3.64
3.76	3.64	3.54	48. Contact reading resources and publication houses	2.46	2.43	2.19
4.21	4.08	4.23	49. Construct a lesson plan	4.04	3.98	4.01
			CLASSROOM MANAGEMENT:			
3.00	3.11	3.36	50. Give a lecture	2.82	3.04	3.04
3.79	3.81	4.15	51. Present a demonstration	3.23	3.28	3.70
4.59	4.56	4.37	52. Conduct a student conference	3.94	4.01	3.51
3.85	3.61	3.73	53. Design and organize the physical plan of a classroom	2.66	2.16	2.51
4.23	3.84	4.14	54. Group students for small group instruction	3.76	3.28	3.71
3.70	3.77	3.97	55. Develop a system of material storage	2.71	2.79	3.01
3.42	2.99	3.67	56. Develop a schedule for cleaning work areas	3.12	2.63	3.51
4.06	4.10	3.93	57. Moderate student discussion of sensitive issues	3.29	3.30	3.14
4.03	3.97	4.14	58. Prepare a schedule of activities	3.39	3.43	3.77
4.16	3.99	4.43	59. Chart student progress	3.50	3.45	4.10
4.38	4.35	4.45	60. Identify emotional factors that affect classroom environment	3.95	3.84	4.03

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
4.45	4.56	4.39	61. Develop a system of recording attendance	4.65	4.60	4.49
4.43	4.35	4.56	62. Determine effectiveness of instruction	3.91	3.85	4.04
4.36	4.37	4.45	63. Utilize available classroom facilities	4.47	4.42	4.51
4.00	4.25	4.04	64. Operate audio-visual equipment	3.75	3.86	3.57
2.97	3.08	3.39	65. Implement team teaching	2.13	2.22	2.61
3.63	3.82	3.34	66. Stimulate learning through "brain-storming", "buzz groups", and "question box techniques"	2.80	3.03	2.73
3.99	4.13	4.19	67. Employ oral questioning techniques	3.85	4.05	4.14
3.69	3.58	3.58	68. Employ role-playing and simulation techniques	2.89	2.83	2.99
3.70	3.49	3.60	69. Employ project method of learning	2.84	2.55	2.90
3.88	3.52	3.51	70. Establish a student tutoring program	3.20	2.57	2.70
4.02	3.91	4.01	71. Utilize problem-solving strategies	3.52	3.32	3.55
			COORDINATION:			
3.71	3.42	3.41	72. Construct a procedure for job relocation or rotation	2.47	2.35	2.61
4.48	4.62	3.84	73. Evaluate student progress at a training station	3.58	3.47	3.18
3.92	4.35	3.60	74. Identify entry level jobs in the community	2.82	3.08	2.43
4.53	4.66	3.86	75. Develop a process and a procedure for student selection	2.40	2.55	2.46
4.60	4.49	3.29	76. Conduct a successful home visitation	2.56	2.42	1.92
4.27	4.23	3.76	77. Conduct a parent-teacher conference	2.41	2.23	2.10
4.27	4.50	3.63	78. Establish a policy and procedure for job placement	2.72	2.79	2.12
4.24	3.99	3.87	79. Conduct a teacher-to-teacher conferences	2.99	2.79	3.07

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
3.37	3.40	3.47	80. Coordinate activities with participating schools	2.16	2.25	2.29
3.52	3.79	3.46	81. Develop public relations literature	2.03	2.33	1.99
3.89	3.66	3.79	82. Develop student training plans	2.66	2.43	2.66
3.83	3.92	3.17	83. Inform employer of student in-school progress	2.76	2.86	2.09
4.40	4.31	3.28	84. Inform employers of their responsibilities	2.64	2.57	1.89
4.30	4.17	3.62	85. Inform parents of their responsibilities	2.48	2.32	2.14
4.15	3.95	3.81	86. Involve the family as a primary source of student reinforcement	2.50	2.37	2.37
4.09	3.89	3.53	87. Inform school officials of their responsibilities	2.40	2.34	2.21
			REMEDIATION:			
4.33	4.00	4.18	88. Identify emotional factors which contribute to reading difficulties	3.27	2.65	3.14
4.30	3.99	4.22	89. Identify intellectual factors which contribute to reading difficulties	3.08	2.62	3.05
4.49	4.12	4.24	90. Assess student reading level	2.86	2.49	2.86
4.47	4.01	4.10	91. Diagnose reading problems	3.04	2.49	2.74
4.42	4.07	3.96	92. Prescribe remedial math activities	3.71	2.97	2.93
4.50	4.11	4.07	93. Prescribe remedial reading activities	3.78	2.97	3.19
4.28	4.01	3.86	94. Assess student comprehension of math concepts	3.45	2.81	2.93
3.95	3.89	3.85	95. Devise alternative methods of grading	2.90	2.72	2.75
4.33	4.19	3.89	96. Incorporate world of work into math instruction	3.59	3.34	3.01
4.36	3.93	3.96	97. Evaluate student reading progress	3.04	2.63	2.92
4.32	3.96	4.09	98. Identify physical factors which contribute to reading difficultues	2.83	2.44	2.81

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
4.29	3.65	3.98	99. Administer appropriate diagnostic reading tests	2.38	2.04	2.22
4.34	3.85	3.98	100. Diagnose specific reading difficulties	2.75	2.50	2.54
4.20	3.90	4.06	101. Identify educational factors that contribute to reading difficulties	2.82	2.41	2.77
			COUNSELING:			
3.96	3.86	3.74	102. Interpret results of vocational tests	2.18	2.15	2.12
4.04	4.03	3.92	103. Devise problem-solving techniques	3.06	2.99	3.15
4.19	4.10	3.96	104. Identify symptoms of drug abuse	3.05	3.09	2.85
4.17	4.18	3.94	105. Locate help for drug related problems	2.64	2.65	2.31
4.07	4.08	3.87	106. Develop value clarification strategies	3.19	3.15	2.85
4.03	4.05	3.73	107. Identifying counseling techniques	3.16	3.19	2.70
3.00	3.08	3.50	108. Inform students of scholarships and grants available	1.95	2.06	2.10
4.15	3.73	3.72	109. Conduct orientation for available academic and vocational programs	2.40	2.32	2.26
4.38	3.93	3.90	110. Identify requirements of local vocational programs	2.59	2.48	2.49
4.47	4.28	4.32	111. Assess the ability of individual modify his or her behavior	3.64	3.53	3.38
4.28	4.11	3.94	112. Direct students into alternative programs	2.61	2.43	2.53